



SYDENHAM SCHOOL  
SEND Information Report

<b>Type of school:</b>	<b>Mainstream Secondary</b>
<b>Specialist provision on site</b>	<b>None</b>

Sydenham is an inclusive school with the aim of providing Quality First Teaching in all lessons for all students. We expect a high standard of teaching and learning, geared towards enabling all students to access a broad and rich curriculum. The curriculum is carefully tailored to meet the learning needs of children and young people with SEND to ensure that they are able to reach their full potential.

We believe that children and young people achieve their best if they feel safe, healthy, confident and happy, therefore we do our best to support all our students to develop positive self-esteem and personal fulfilment.

**A. PEOPLE WHO SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES WITH LEARNING IN THIS SCHOOL**

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs and Disabilities(SEND)	The SENCo (Special Educational Needs Co-Ordinator)	<p><b>is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure that all students get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are:               <ul style="list-style-type: none"> <li>○ Involved in supporting your child's learning.</li> <li>○ Kept informed about the support your child is getting.</li> <li>○ Involved in reviewing how they are doing</li> <li>○ Part of planning ahead for them</li> </ul> </li> </ul>

	<p>The Heads of Key Stages, Year Learning Coordinators and Curriculum Leaders</p> <p>The Head Teacher</p> <p>The Governor for SEND</p>	<ul style="list-style-type: none"> <li>• Liaising with all the other people who may be coming into school to help support your child's learning</li> <li>• Updating the school's SEND register (a system for ensuring that all SEND needs of students in this school are known) and making sure there are excellent records of your child's progress and needs)</li> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other students with SEND in the school) achieve the best possible progress in this school.</li> </ul> <p><b>are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need ( this could be things like targeted work, additional support) and letting the SENCo know as necessary.</li> <li>• Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school's SEND and Teaching and learning Policy is followed in their classrooms and for all the students they teach with SEND.</li> </ul> <p><b>is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes support for students with SEND.</li> <li>• Delegating responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><b>is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure the necessary support is made for any student who attends the school who has SEND</li> <li>• Reporting regularly to the relevant committees about SEND</li> </ul>
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**B. HOW COULD MY CHILD GET HELP IN SCHOOL?**

Students in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service.
- Staff who visit from outside agencies such as Occupational Health

	<b>Types of support provided also showing the stage of the Code of Practice ( the document that schools use to plan their SEND input) students will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
What are the different types of support available for students with SEND in this school?	<b>Class teacher input via quality first inclusive classroom teaching</b>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all students in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in lessons. This may involve using more kinaesthetic learning and personalised teaching and learning approaches.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</li> </ul>	All students in school should be getting this as part of outstanding classroom practice when needed.

	<b>Provision to support access to the curriculum and independent learning</b>	<ul style="list-style-type: none"> <li>• Contact with Primary schools and previous schools to share information</li> <li>• Sharing information at Secondary Transfer day</li> <li>• Induction programme to support successful in-year admissions</li> <li>• Setting aspirational targets and continuous review of progress</li> <li>• Regular reviews of progress to feed into Parents Evenings</li> </ul>	
	<b>Access to a supportive environment</b>	<p>Based on individual needs we can offer a range of resources including access to:</p> <p>Information Communication Technology</p> <ul style="list-style-type: none"> <li>• Visual Aids</li> <li>• Adaptive equipment</li> <li>• Mentoring</li> </ul>	
	<b>Strategies to support/develop literacy</b>	<p>We offer a range of interventions that are additional to and different from our Quality First teaching, based in individual assessment of needs such as:</p> <ul style="list-style-type: none"> <li>• Phonics based programmes</li> <li>• Dyslexia friendly strategies and resources</li> <li>• Key word lists</li> <li>• Writing frames</li> </ul>	
	<b>Strategies to support/develop Numeracy</b>	<p>We offer a range of targeted interventions that are additional to and different from our Quality First teaching, based in individual assessment of needs such as:</p> <ul style="list-style-type: none"> <li>• Specific Maths programmes e.g. My Maths</li> </ul>	

	<p><b>Strategies to support positive behaviours/social skills/emotional development</b></p>	<p>We provide a consistent whole-school implementation of the school's behaviour policy</p> <ul style="list-style-type: none"> <li>• Pastoral Support Plans</li> <li>• Restorative Justice Approaches</li> <li>• Peer mentoring</li> <li>• Interventions: <ul style="list-style-type: none"> <li>• Emotional literacy</li> <li>• Behaviour for Learning</li> <li>• Social skills and self-esteem</li> <li>• Anxiety</li> <li>• Step by Step</li> <li>• Learning mentor</li> </ul> </li> <li>• Referral to external professionals e.g New Woodlands Outreach Team, Educational Psychologists, Child and Adolescent Mental Health Service, Specific Learning Difficulties Team, Autism Outreach Team, Young Person's Substance Misuse Service</li> </ul>	
	<p><b>Specific group work within a smaller group of students. This group may be:</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or as an intervention group.</b></li> <li>• <b>Run by a member of staff who has had training to run these groups</b></li> </ul>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some additional support to help her make the best possible progress.</li> <li>• A teacher, Teaching Assistant or outside professional may run small group sessions using the teacher's plans either in a small group or within the classroom setting.</li> </ul>	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p> <p>Students will be on the SEND register as 'SEN Support', which means they have been identified by the class teacher or SENCo as needing some additional support in school.</p>

	<p><i>Stage of SEND Code of Practice:</i>  <b>K – SEN Support</b>, which means a student has been identified by the SENCo as needing some additional specialist support in school in the classroom or intervention group, using differentiated resources.</p> <p>The school will apply a graduated response to needs using a cycle of ‘assess, plan, do, review’ and where necessary escalating interventions, assessment and referral. Each student will have a guidance document called a ‘SEND profile’ this may have been informed by support from an external agency e.g.</p> <ul style="list-style-type: none"> <li>• ASD Outreach Team</li> <li>• Sensory Service</li> <li>• Occupational Health</li> <li>• Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher or SENCo (or you may have raised worries) as needing more specialist input instead of or in addition to outstanding classroom teaching.</li> <li>• You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.</li> <li>• You may be asked to give permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself in understanding your child’s particular needs and be able to support her better in school.</li> <li>• The specialist professional will work with your child to understand her needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support her better.</li> <li>○ Using their specific expertise to support the setting of specialised targets and strategies for teachers to implement.</li> <li>○ A group run by school staff under the guidance of the outside professional.</li> <li>○ A group or individual work with an external professional.</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	<p>Students with specific barriers to learning that cannot be overcome through Quality First teaching and intervention groups.</p>
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	<p><b>Statement/EHC plan - This is usually provided via a Statement of Special Educational Needs or and Education, Health and Care Plan (EHCP).</b> This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be wholly provided by the budget available in the school.</p> <p>Your child may also need specialist support in school from a professional external to the school. This may be from:</p> <ul style="list-style-type: none"> <li>• The ASD Outreach team or Sensory Service</li> <li>• Outside agencies such as the Occupational Health Service</li> </ul>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more detail about this in the Lewisham Local Offer.</li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the level of SEN Support. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Education, Health and Care plan. If this is not the case, they will ask the school to continue with the support at the level of SEN Support and will set up a meeting to review the support for your child to ensure they make as much progress as possible.</li> <li>•</li> </ul>	<p>Students whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> </ul>
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<p>How can I let the school know that I am concerned about my child's progress</p>	<p>If you have concerns about your child's progress you should speak to your child's tutor or Year Learning Coordinator initially, but if after this, you feel.</p> <ul style="list-style-type: none"> <li>• Your child is still not making progress, your child may need further referral , to the SENCO or Curriculum Leader Inclusion Plus.</li> <li>• If following this, you have ongoing concerns that your child is not making progress, you should speak with the Head Teacher or the school SEND Governor.</li> </ul>		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about a student's progress and following this, the targeted teaching has not met the student's needs, the teacher must raise this with the SENCo.</li> <li>• At Sydenham there are regular meetings between the SENCo, Inclusion Leader, the Speech Therapist and the TAs to ensure all students are making good progress. This is another way in which your child may be identified as not making as much progress as they could be.</li> <li>• If your child is then identified as still not making progress, the school will set up a meeting to discuss this with you in more detail; <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have</li> <li>○ To plan any additional support your child may need to receive</li> <li>○ To discuss with you any referrals to external professionals to support your child's learning.</li> <li>○ To agree the best way forward for your child</li> </ul> </li> </ul>		

<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>• The school budget, received from Lewisham LA, includes money for supporting students with SEND.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school.</li> <li>• The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> <li>○ The students getting extra support already</li> <li>○ The students needing extra support</li> <li>○ The students who have been identified as not making as much progress as would be expected and decide what resources/training and support are needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>	
<p>Who are the other people providing services to students with SEND in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>○ Learning Mentors</li> <li>○ Teaching Assistants</li> <li>○ Higher-level Teaching Assistant</li> <li>○ Welfare and Attendance coordinator</li> <li>○ Speech and Language Therapist</li> <li>○ School Counsellor</li> <li>○ New Woodlands Outreach teacher</li> <li>○ Educational Psychology Service</li> <li>○ Specific Learning Difficulties Team</li> <li>○ ASD Outreach</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>○ Sensory Service for students with visual or hearing needs</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>○ School Nurse</li> <li>○ Occupational Therapy</li> </ul>
<p>How are the teachers in the school supported to work with students with SEND and what training do they have?</p>	<ul style="list-style-type: none"> <li>• The SENCo's job is to support the teachers in planning for students with SEND.</li> <li>• The school has a training plan for all staff to improve the teaching and learning of all students including those with SEND.</li> <li>• Individual teachers and support staff attend training courses as and when required.</li> </ul>	

<p>How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure your child's needs are met.</li> <li>• Support staff will support with your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in small groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> </ul>
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by teachers, Year Learning Coordinators, Heads of Key Stage and the SENCo.</li> <li>• The progress is reviewed formally at every track point and any needs of targeted intervention is discussed with parents and Key staff.</li> <li>• Students at the SEN Code of Practice stage of 'SEN Support' will have an SEND profile which will be reviewed annually and the plan for the next year made.</li> <li>• The progress of a student with a Statement of SEND / EHC plan is formally reviewed at an Annual Review meeting with all adults involved with the student's education.</li> <li>• The SENCO will also check that your child is making good progress with any individual work and in any group they take part in.</li> </ul>
<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> <li>• We would like you to talk to your child's tutor, teachers, Year Learning Coordinator and Head of Key Stage regularly, so we know what they are doing at home and we can tell you what we are doing in school. We hope this will make sure we are doing similar things to support your child both at home and at school and can share what is working in both places.</li> <li>• The SENCo is available to meet with you to discuss your child's progress or and any concerns or worries you may have.</li> <li>• All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, based on a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• SEND Profiles will be reviewed with your child and any updates will be sent to you.</li> <li>• Homework will be adjusted as necessary to meet your child's individual needs.</li> </ul>

<p>How have we made Sydenham accessible to students with SEND?</p>	<ul style="list-style-type: none"> <li>• We ensure that equipment used is accessible to all students regardless of their needs.</li> <li>• We provide support with homework clubs and access to reading at lunchtime, before and after school.</li> <li>• Key words and literacy resources are used across the school to support learning.</li> </ul>
<p>How will we support your child when they are leaving this school OR moving to another year?</p>	<p>We recognise that “moving on” can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• We will contact the new school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.</li> <li>• We will make sure that all records about your child will be passed on as soon as possible.</li> </ul> <p>When moving years in school:</p> <ul style="list-style-type: none"> <li>○ Information about your child will be shared with new teachers</li> <li>○ your child will be supported by the inclusion staff, Form Tutors and Year Leaders.</li> <li>• In Year 11: <ul style="list-style-type: none"> <li>○ Your child will meet with a “Post 16 worker”, to create a plan for their Post 16 education.</li> <li>○ The SENCo and “Post 16 Worker” will support you and your child on finding the most suitable college or school.</li> <li>○ Where appropriate, the SENCO will arrange visits to new schools/colleges for your child.</li> </ul> </li> </ul>

**For additional information about the support available to children with SEND in Lewisham, please access the following link:**

<http://www.lewishamlocaloffer.org.uk>

**As required by the Equality Act 2010, our school makes reasonable adjustments to ensure equal opportunity all our students. This includes provision of auxiliary aids and services.**

**The information in this school’s offer is correct at the time of publication and will be subject to change.**

